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ABSTRACT

The Rand change agent study was designed to determine the factors for successful implementation and continuation of selected federal programs--the Elementary and Secondary Education Act, Title III, Innovation Projects; ESEA Title VII, Bilingual Projects; Vocational Education Part D, Exemplary Programs; and the Right-to-Read program. This report describes research design considerations and preliminary work plans for the final phase of the study. The first phase of the study, conducted November 1973 to January 1974, involved a nationwide survey of 293 change agent projects in 18 states. Following the introduction, section 2 outlines the study's task descriptions, tentative work schedule, and project management plans. Section 3 describes the research design approaches for the Title III and Title VII research, which will measure the impact of selected innovative projects on classrooms, schools, and school districts after federal funding has ended. The proposed methodology involves telephone interviews and intensive field work. Three tables, one figure, and the vitae of key personnel are included. (LMI)

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March 1975

REVISED STUDY DESIGN FOR FINAL PHASE OF THE CHANGE AGENT STUDY

G. Bass, P. Berman, M. W. McLaughlin, and G. C. Sumner

STUDY OF CHANGE AGENT PROGRAMS

A WORKING NOTE

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and G. C. Sumner

PREFACE

Education change agent programs are sponsored by the federal government to introduce or spread innovative practices at the local school district level. The Rand Change Agent study is designed to determine what characteristics of the programs themselves, the innovations they support, or the districts that adopt them lead to successful implementation and continuation.

This report describes research design considerations and preliminary work plans for the final phase of the study. It is intended to inform federal officials of our study approach as well as to guide study participants. This working note was prepared under terms of Rand's change agent contract with USOE (Contract No. HEW-OS-73-216).

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I. INTRODUCTION

1. GENERAL DESCRIPTION OF CHANGE AGENT STUDY

Rand is conducting, under the sponsorship of the . Office of Education, Department of Health, Education, and We , a two-phase study of programs designed to introduce and spread in ive practices in the public schools. These "change agent" programs receive financial support from the federal government; a numb them are supported from state or school district education fun The Rand study--examining in detail four federal innovative pr s* and in less detail state and locally sponsored innovative p s--will identify what tends to promote various kinds of chang the schools and what doesn't. In particular, Rand will identify ederal, state, and local policymakers the quality, permanence, extent of dissemination of innovations that can be expected for ified combinations of program characteristics and institutional ctices. On the basis of the results of the study, Rand will make mendations for public policy and, in particular, for federal admi rators who plan and manage educational change agent programs.

The study poses seven key questions:

1. How should the degree, quality, and extent of ovation and dissemination of change in the public schools assessed?
2. How do schools select, introduce, maintain, a pread different kinds of innovations?
3. How do differences in target groups, resource , educational treatment and other characteristics affect th ality, persistence, and dissemination of innovations?
4. How do differences in institutional and polit contexts affect the quality, persistence, and dissemi n of innovations?

---

*Elementary and Secondary Education Act, Title I nnovation Projects; ESEA Title VII, Bilingual Projects; Vocation ducation Part D, Exemplary Programs; the Right-to-Read program.

5. How, if at all, do differences in interactions among the characteristics of innovations and the institutional-political context affect the quality, persistence, and dissemination of innovations?
6. What differences are there among innovations funded with various mixes of federal, state, and local funding?
7. What should federal policies be toward educational innovation in light of the political and financial constraints that the federal government faces in its dealings with the public schools?

These questions will be approached in light of the particular social and organizational context of American schooling. The school system is necessarily a conserver of values, and one which provides only a part of the student's education. The schools are subject to local and state control, with rather well-defined patterns of organizational behavior. In this complex system, it is not easy to define the quality or extent of an innovation, and innovations are themselves shaped and changed by the institutional context. Therefore the Rand study will consider both individual innovations in light of their impact on the school community and the cumulative impact of federal change agent programs within a district.

During the first year of the study, the work has proceeded as follows:

1. Rand developed a conceptual framework and a series of hypotheses concerning innovation in the public schools, derived from previous research in this field.
2. These hypotheses were embodied in personal interview questionnaires for a nationwide survey of 293 change agent projects in 18 states conducted in November and December 1973 and January 1974 by National Opinion Research Center of Chicago, under a subcontract with Rand. About 150 of the projects surveyed were Title III, and the balance from other change agent programs. Parallel to the survey, 29 field studies, from the sample of 293 projects, were conducted

during April and May 1974 by the Rand staff.

To place these major empirical efforts into the context of federal and state policy, the following additional steps were taken by the Rand staff: telephone interviews with 54 State Education Agency (SEA) officials in 18 states, visits to nine SEAs, at which time various state officials were interviewed; and a series of personal discussions and interviews with OE, HEW, and Congressional staff concerning federal policy issues in change agent programs.

3. The analysis and synthesis of the data collected during the first year will be presented in a series of four reports, with an executive summary, under the general title, *Federal Programs Supporting Educational Change:*

Volume I: *A Model of Educational Change* (September, 1974)
Volume II: *Factors Affecting Change Agent Projects*
Volume III: *The Process of Change*
Volume IV: *The Findings in Review*
Volume V: *Executive Summary*

The first phase of the study will provide partial and tentative answers to various aspects of the seven key questions posed earlier. Moreover, it will provide a quantitative and qualitative data base that should help the federal government and educational researchers deal with policy issues and basic research questions about change processes in American schools. The next phase, drawing upon the preliminary findings and the data of the initial year, will focus on describing what happens when the federal funding for the innovative project is terminated. The basic question will be:

> To what extent are changes caused by the project continued, and disseminated, in the schools and school districts as part of their educational program?

To deal with the above question, field work and interviews will be conducted at the local sites of many of the projects sampled in the first year. In particular, Title III and Title VII (Bilingual) sites will be revisited and data will be collected that enables an assessment of the extent of, and an understanding of the processes of, continuation and dissemination beyond the initial site. These data will be analyzed in light of the findings of the initial year. A final report covering conclusions from the efforts of both years will be submitted to USOE by September 15, 1976.

2. CONTENTS OF THIS REPORT

This report provides a task description, a discussion of research design, and a work schedule for the remainder of the study. Section II presents the task descriptions, tentative work schedule and project management. Section III outlines research design approaches for both the Title III and the Title VII research. Section IV presents the vitae of the key personnel for the final phase.

II. TASK DESCRIPTION AND SCHEDULE OF WORK AND PRODUCTS

1. TASK DESCRIPTION AND ESTIMATED SCHEDULE OF WORK

This section outlines the work for the final phase of the Change Agent study, including some revisions of tasks specified in the Rand Technical Proposal of May 1973 and in the Revised Study Design of November 1973.

Table 1 presents the estimated schedule of work for the remainder of the study. The schedule is divided into the various tasks whose descriptions follow.

Task 17--Design, Develop and Pretest Survey

Develop and pretest questionnaires designed particularly to find out about the fate of innovations that had been supported under Title III and Title VII. Survey questionnaires will be designed to be administered to teachers, principals, project directors and superintendents. The survey sample will consist of Title III and Title VII projects which were in their last year of federal Change Agent funding during the 73-74 school year or the 74-75 school year and which were in Rand's first-year sample. The eligible pool of projects is 155 Title III projects and 33 Title VII projects. From this pool, approximately 100 projects will be selected for inclusion in the survey. The design and pretesting of the survey will begin June 1, 1975 and the questionnaires will be submitted for OMB approval by September 15, 1975.

Task 17A-Telephone Screener Questionnaire

Design and develop telephone questionnaire of administrative officials of post-federal funding Title III and Title VII projects. This subtask was not included in the original Rand Technical Proposal or Revised Study Design of November 1973. The purpose of this instrument is to elicit preliminary information on continuation that will be used for field work and site selections. The telephoning will begin in March 1975 for the first cohort and in September 1975 for the second cohort, if necessary.

Table 1

ESTIMATED SCHEDULE OF WORK BY TASKS
FOR FINAL PHASE OF CHANGE AGENT STUDY

Task 17A:	Telephone Screener Questionnaire		
	Design and develop	1975	Jan 1 - Feb 1
	OMB clearance		Feb 1 - Mar 1
	Execution (First cohort)		Mar 1 - Apr 30
	Execution (Second cohort, if necessary)		Sept 1 - Oct 31
Task 19:	Field Work		
	Site visit topic development and training		Mar 1 - Apr 15
	Select and notify sites		Mar 15 - Apr 1
	Conduct site visits (Spring)		Mar 17 - May 15
	Process and analysis of site visit data		Apr 15 - July 1
	Conduct site validity visits (Fall)		Sept 15 - Dec 15
Task 19A:	Comparative Site Visits		May 1 - Dec 24
Task 17:	Survey		
	Design, develop and pretest		June 1 - Sept 15
	OMB clearance		Sept 15 - Nov 1
Task 18:	Administration of Survey		
	Survey Formatting		Aug 15 - Nov 1
	Survey Administration		Nov 1 - Dec 15
	Survey Data Processing		Dec 15 - Feb 1, 1976
Task 18A:	Data Analysis		
	Telephone questionnaire processing and analysis		May 1 - June 30
	Updating first year data base		June 1 - Aug 31
	Survey data analysis	1976	Feb 1 - Apr 15
Task 20:	Final Report		
	Review draft		June 15
	Final draft		Aug 15
	Published report		Sept 15
	Final briefing		Sept 15

Task 18--Conduct Second-Year Survey Questionnaire

Conduct a survey at the local level of participants in Title III and Title VI projects whose federal funding has ended. Approximately 800 teachers, 200 principals, 100 project directors and 100 superintendents will be respondents for mostly closed-ended questionnaires in approximately 100 districts. The survey will be administered, after receipt of OMB approval, during November and December, 1975. Rand will subcontract the survey administration work, as it did for the first-year survey for which NORC was the subcontractor. (Note: State agency officials will not be systematically interviewed; this alters the tentative plan suggested in the Revised Study Design of November 1973).

Task 18A--Data Analysis, Second Year

Analyze data collected from telephone and survey questionnaires using first year data as a baseline. Data analysis will be conducted throughout most of the contract period with several periods of intense activity. During May and June of 1975, the first-year's data base will be analyzed to focus on the continuation question and to prepare information for mail questionnaire design and processing. After receipt of responses from the telephone questionnaire in April and September 1975, these new data will be analyzed to gain a comprehensive view of continuation in the Title III and Title VII sample and to prepare information for site selection for field work and the survey. From January to April of 1976, the data from the survey will be processed and analyzed using the data, and the findings, from the first year as a point of comparison so that changes in project focus, methods, activities, and behaviors may be assessed.

Task 19--Conduct Second-Year Field Work

Conduct field visits to post-federal funding Title III and Title VII projects. (Note: By agreement with USOE, six Title VII projects will be visited and evaluated; this represents an addition to the Revised Study Design of November 1973 although it was included in the contract supplement of May 1974). Teams of Rand staff will make field

visits to six Title III sites and six Title VII sites. Four sites will be visited in depth during the Spring of 1975; eight sites will be visited more briefly during the Spring and Fall of 1975. The emphasis of the early field work will be on developing hypotheses about continuation and intra-district dissemination and particularly the role of the district in these issues. These hypotheses will serve as the basis for questionnaire design. The later field work will be used for survey validation purposes. Insofar as possible, the sites visited will be those in which the first-year's field work took place.

Task 19A--Comparative Site Visits

Visit non-sample sites which use OE's Project Information Packages (PIPs) and/or NIE sponsored Wisconsin Individually Guided Education (IGE). The purpose of this task is to observe (at approximately two sites) these two classes of innovations, which are of concern to federal policy-makers, in order to compare them with other innovations in the Rand sample. Such comparisons will provide the Rand staff with a more informed basis for reaching policy implications at the end of the study. (Note: This task is a new item not included in the original proposal or the Revised Study Design of November 1973. It was agreed to in discussions with USOE).

Task 20--Final Report and Executive Summary, Second Year

Prepare a final report and executive summary which addresses in particular the question of how federal policy can help local districts continue innovations. The completion date for the final report and executive summary is September 15, 1976. (Initial versions will be submitted to USOE by June 15, 1976).

2. SCHEDULE OF PRODUCTS

There are five work products of the Change Agent study relevant to the second year, in addition to this report, describing plans for the final phase of the study. The initial product will be the telephone questionnaire on continuation which was submitted to OMB for approval on February 1, 1975.

The second product will be the survey questionnaires which will be submitted to OMB for approval on September 15, 1975.

The third and fourth products will be the survey instruments with the marginal frequency of responses for the first year and for the final phase, respectively. The first year marginals will be delivered by June 1, 1975; the final phase marginals will be delivered by June 1, 1976.

The fifth product will be the final report of the study to be delivered by September 15, 1976.

3. PROJECT MANAGEMENT

Figure 1 shows how Rand has organized to conduct the change agent project. The study will be carried out as part of Rand's education and human resources program. Dr. Paul Berman will serve as Change Agent project director. Dr. Milbrey McLaughlin will serve as deputy director. There are four functional areas of project management: survey management (Gail Bass), which will include liaison with any survey subcontractor; field analysis (Milbrey McLaughlin), which includes planning of survey work and conducting the field studies; data analysis (Paul Berman), including analysis of the telephone questionnaire and survey data collected in the second year plus data collected in the first year; data management, which involves the efficient processing of data collected in the second year and its integration with the first year's data base. Cutting across these functions are specific responsibilities for focusing the analyses on policy concerns of the relevant federal programs, Title III (Milbrey McLaughlin) and Title VII (Gerald Sumner).

The progress of the project will be reviewed by Rand management and by the Rand Education and Human Resources Advisory Board, whose members are:

Dr. Francis S. Chase, Professor Emeritus of Education, University of Chicago

Dr. David K. Cohen, Executive Director, Center for Educational Policy Research, Harvard University

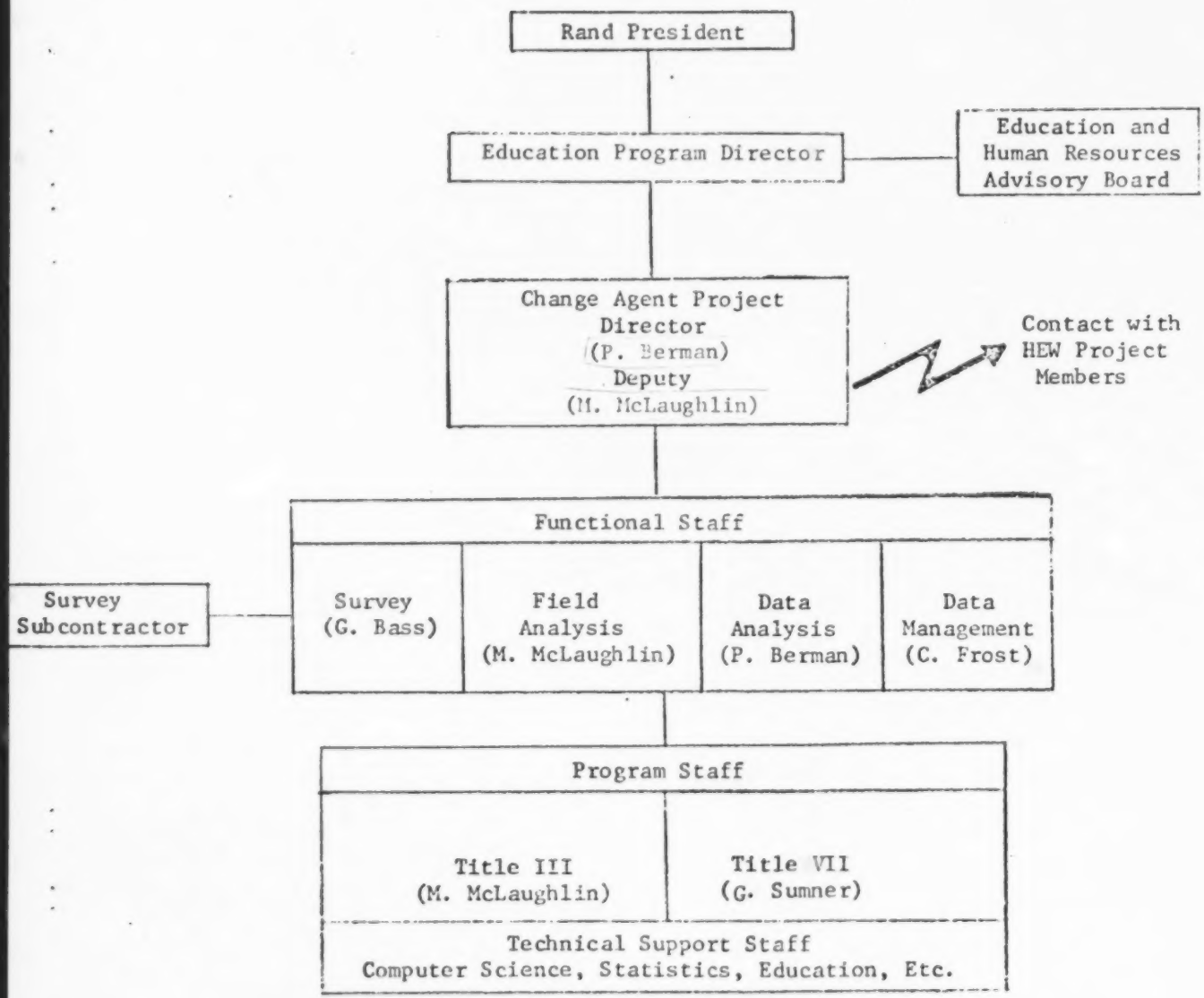

Fig. 1--Organization of Change Agent Project

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Dr. John B. Davis, Jr., Superintendent of Schools, Minneapolis, Minnesota

Dr. Helen Bee Douglas, Psychologist, Eastsound, Washington

Dr. Edmund W. Gordon, Professor and Director, Teachers College, Columbia University

Professor Ralph Guzman, University of California, Santa Cruz

The Honorable Ewald B. Nyquist, Commissioner of Education, The University of the State of New York

Professor Martin Rein, Department of Urban Studies, Massachusetts Institute of Technology

Dr. Alice M. Rivlin, Department of Economics, The Brookings Institution

Dr. Eleanor B. Sheldon, President, Social Science Research Council

Dean Arnold R. Weber, Graduate School of Industrial Administration, Carnegie-Mellon University

Mr. Charles Z. Wilson, Vice Chancellor, Academic Programs, University of California, Los Angeles

III. RESEARCH DESIGN CONSIDERATIONS

1. MAJOR QUESTIONS OF THE STUDY

Title III and Title VII provide "seed money" to local school districts in the hopes that such extra funds will stimulate the adoption and spread of innovative practices. In the first year of this study, we examined the "trial" period of the innovation during which the project was initiated and implemented with financing, at least in part, by federal funds. But the ultimate test of the impact of these funds is whether successful projects can take root after the termination of federal funds. That is, whether successful innovations are continued by the LEA and result in enduring changes in local educational practices. This critical question of continuation will be the primary focus of the second year's research.

Continuation is a surprisingly difficult question to assess and analyze. Indeed, our first year research suggests that the effects of educational innovations need to be measured in a variety of ways for different levels of the school organization. For example, innovative projects can produce change in teachers' classroom behavior and activities, can affect the standard operating practices and educational methods within schools, and can alter district-wide priorities and procedures. Because of these multiple and complex potential impacts, evaluating the extent to which these changes are continued after the cessation of federal funds is not straightforward. Moreover, the various impacts may be "continued" in partial and unanticipated ways. Thus, innovative classroom practices can be continued on an individual basis by a teacher independently of the formal continuance of the project or, indeed, the awareness of school officials. Yet such changes can be both enduring and significant and, thus, need to be weighed as part of the project's long-run effect.

In addition, the process by which altered behaviors and practices become stable and enduring--that is, continued--requires that these new practices are accepted as routine and expected educational activities.

In a word, these new behaviors must be "institutionalized" or "incorporated" into common practice. Therefore, unless we were to accept the too simple assumptions that projects are either continued as a whole or not and that school officials reliably know the extent of continuation, the second year study must deal with many of the complexities inherent in continuation.

The study will treat four key questions:

1. How should the degree, nature, and extent of continuation of innovative projects be assessed?
2. How do differences in project characteristics (e.g., their complexity or the degree to which new educational practices were implemented) and in institutional settings (e.g., the organizational climate or the problems and needs of the school and district) affect continuation?
3. How do differences in project characteristics and in institutional settings affect the spread of the project within the district?*
4. How can federal, state, or LEA policy increase continuation in light of political, financial, and organizational constraints?

Answering the above questions in operational terms requires a series of hypotheses and a conceptual framework for data collection and analysis. The first year study generally supported the hypotheses and conceptual approach reported in Volume I, *A Model of Educational Change*. Accordingly, Volume I provides the basic research orientation of the study whose details will not be reproduced here.

2. METHODOLOGICAL LESSONS FROM THE FIRST YEAR

The first year of this study sought to gather comprehensive information about the range of innovative projects funded by various federal programs and to develop a basic understanding of the innovation process. To these ends, a general "shot-gun" type survey of a national wide sample

*The spread of the innovation within a district is one part of the larger question of dissemination. Though we can treat intra-district dissemination, limited resources constrain our ability to consider inter-district dissemination.

of projects was conducted and "case-study" type field work was undertaken in a subset of the survey sample. These efforts enable Rand to enter the next phase of the study with a relevant data base and with considerable field experience in studying the process of innovation. Moreover, we learned several major methodological lessons that will be incorporated into the research design.

The survey data proved critically important for describing the range and scope of innovations and for determining major project effects for different institutional settings. However, we now have a greater understanding of the limitations of surveys and of field work and, above all, a greater appreciation of how the two methodologies can be used to complement each other.

An important lesson is the usefulness of a combination of survey data and field work. For example, the broad range of projects were typologized into five significant dimensions, or types, of educational approaches by using statistical procedures on the survey data base. One distinguishable type was innovations involving classroom organization changes. Yet though classroom organization innovations could be discriminated statistically from other projects (e.g., projects relying on behavioral modification techniques), the field work was necessary to learn and understand their substantive workings. In short, structured data gathering at the school and classroom level, along with personal interviewing at the site, will both be used in the second-year research.

Another important lesson concerns the influence of the administration of the school district on the continuation and spread of innovations. We believe this influence to be crucial. Yet it has thus far proved to be extraordinarily difficult to characterize the differences among school district administrations in generalizable and policy-relevant ways. To do so, the research will again rely on both case-study type interviewing to attempt to uncover pertinent hypotheses and on a structured questionnaire for the actor presumably most involved in the continuation decision--the superintendent.

3. OUTLINE OF RESEARCH DESIGN

Section II presented a description of the research design by tasks. This section describes the outline of the final phase research approach in broad terms and indicates preliminary estimates about major design parameters.

Data collection activities will consist of four types--telephone questionnaire with school district officials, structured survey questionnaires administered to teachers, principals, project directors and superintendents, classroom observation of selected projects, and open-ended interviewing of school officials and project personnel.

The Title III and Title VII studies will draw upon the sample of innovative projects surveyed during the first year of the Change Agent study. Table 2 shows the distribution of these projects by the initial year funded and the federal program type. Of the State Title III projects, ninety-two should be at least in their fourth year during the 1974-75 school period and an additional sixty-three should be in their continuation year during the 1975-76 school period. To gain a comprehensive view of their present status--i.e., whether they have been dropped by the district or continued at an expanded level (including intra-district dissemination), the same level, or a reduced level--a telephone survey will be conducted with school district officials. This survey also will allow us to gather pertinent information on such key variables as funding and will provide information for the site selection of projects to be surveyed and intensively examined.

Though the telephone questionnaire will provide pertinent comprehensive data, it cannot alone be relied upon for measuring and assessing the more subtle aspects of continuation discussed earlier. The basic dependent "variable" (really a vector) is the impact of selected innovative projects on classrooms, schools, and school districts after federal funding has ended. Because this variable is extraordinarily complex, we believe it necessary to measure it at three levels--classroom, school and district. Tentative sample size and distribution of this survey are:

Table 2

FEDERAL PROGRAM BY INITIAL YEAR FUNDED

	1968	1969	1970	1971	1972	1973	Total
State Title III	0.6 (1)	1.2 (2)	7.4 (12)	47.5 (77)	38.9 (63)	4.3 (7)	60.2 (162)
Federal Title III	---	---	5.6 (1)	88.9 (16)	5.6 (1)	---	6.7 (18)
Right-to-Read	---	---	---	25.0 (8)	71.9 (23)	3.1 (1)	11.9 (32)
Bilingual	---	32.4 (11)	20.6 (7)	11.8 (4)	32.4 (11)	2.9 (1)	12.6 (34)
Federal Vocational Education	---	---	77.8 (7)	22.2 (2)	---	---	3.3 (9)
State Vocational Education	---	14.3 (2)	28.6 (4)	35.7 (5)	21.4 (3)	---	5.2 (14)
Percent Total	0.4 (1)	5.6 (15)	11.5 (31)	41.6 (112)	37.5 (101)	3.3 (9)	100.0 (269)

(Entries are percent of row totals).

4 teachers and classrooms per school

2 schools per district-project

100 projects/districts

Number of observations

teachers 800

principals 200

project directors 100

superintendents 100

The other data collection means will be a mix of intensive field work (2 persons, 4 days each) of a case-study variety at two Title III sites and two Title VII sites followed by shorter visits (1 person, 2 days) to four Title III and four Title VII sites. Insofar as possible, the same sites intensively examined in the first year will be revisited. This revisiting will enable us to detect first-hand changes in the project that occur from the last year of federal funding to the first year of district continuation.

Site Selection for Title VII Projects. According to information received from the Title VII program office in August, 1974, there were 70 fifth-year projects last year. Thirty-nine of these were refunded by Title VII for a sixth year. The intent of the program office was that projects would be refunded if they could demonstrate extraordinary need or exemplariness, but it is felt by program officers that the selection process was imperfect because of reliance on outside readers who favored projects with well-written proposals; some exemplary projects were rejected, and some relatively poor projects were refunded.

Thirty of the rejected projects had Spanish as one of their target languages. Of these thirty, ten had been included in the first year change agent sample (two were also field work sites). Some of the characteristics of the total 70 projects, the thirty rejected projects and the subset included in last year's sample, are displayed in Table 3.

In selecting six sites for the second year field work sample, we will attempt to obtain broad (not necessarily proportional) representation across the characteristics in Table 3. It is expected that some of the nonrefunded projects will have received replacement funding from other nonlocal sources, some will have continued in some form with local funding, and that others

Table 3

CHARACTERISTICS OF TITLE VII PROJECTS RECEIVING FIFTH-YEAR FUNDING IN 1973-74, AND FOR SELECTED SUBSETS

	All Projects	30 Non-Refunded Projects (Spanish Only)	Non-Refunded Projects in 1973 Change Agent Sample
Region			
West Coast	26	14	3
Southwest	9	2	0
South Central	18	3	1
Mountains	2	1	1
Midwest	4	2	1
Southeast	1	1	1
Northeast	10	7	3
	70	30	10
Final-Year Funding			
Less than $50K	8	6	0
$50K-$100K	18	9	4
$100K-$200K	29	8	2
More than $200K	15	7	4
	70	30	10
Target Population*			
Mexican-American	51	20	6
Puerto Rican	7	6	2
Mixed Spanish	7	4	2
Other (Indian, etc.)	9	3	0

*These categories are not mutually exclusive: some projects were trilingual.

will have ceased to exist as separately-identifiable classroom activities. This dimension, which will be identified through telephone calls to the thirty sites or informal calls to their respective SEA's, will also be considered in the sample selection. Finally, the sample will overlap the first year change agent sample by at least one-half, provided this does not compromise representation over the other characteristics of interest.

One major concern is whether there are systematic biases between projects that were rejected for sixth year funding and those that were refunded. This question bears heavily on the nature and strength of generalizations that can be drawn from observations at the six sites. For the answer, we will examine a sample of proposals for continuation that were submitted to Title VII last spring by fifth-year projects, first to obtain our own subjective interpretation of why some projects were refunded and others were rejected, then to obtain readings on particular variables that might differentiate projects and project sites in ways relevant to this study (e.g., pupil/teacher ratios, bilingual curriculum content, local fiscal commitment to bilingual education). This information will be supplemented by data from both refunded and rejected projects in the first year change agent sample, and possibly the content analyses prepared by Project BEST. In addition, tentative permission has been obtained to read field reports from the study of Title VII conducted last spring by the General Accounting Office.

IV. VITAE OF KEY PERSONNEL

PAUL BERMAN

Dr. Berman received his B.S. degree in Mathematics from the City College of New York in 1958. He had extensive graduate work in Mathematics and in International Relations at the University of Southern California in 1960-1964. He received his Ph.D. degree in Political Science from the Massachusetts Institute of Technology (MIT) in 1970 and was an Assistant Professor at Yale University from 1968-73.

During his academic career he was the recipient of the following fellowships and grants: National Science Foundation Grant, 1968; IBM Fellowship, 1966-1967; Social Science Research Council Grant, 1966; Center for International Studies Fellowship, MIT, 1964, 1965; Hermann Fellowship in International Relations, 1964.

Dr. Berman has been a Senior Social Scientist at The Rand Corporation since mid-1973. Other professional appointments have included:

- Systems Analyst, North American Aviation, Inc., 1956-61.
- Operations Research Analyst, Aeronutronic, Inc., 1961-62.
- Operations Research Scientist, System Development Corp., 1962-63.
- Senior Research Engineer, Autonetics, Inc., 1964.
- Consultant, Economics Department, The Rand Corporation, 1966-68.
- Assistant Professor, Political Science, Yale University, 1968-73.

His research and teaching interests have focused on: innovations in education; organizational behavior in stressed situations; public choice in mixed market-nonmarket situations; and control and allocation of resources in biomedical research and health delivery.

He has taught Statistics and Econometrics for Political Scientists; Policy Processes and Resource Allocation Problems; and Scope and Methods of Social Science.

Dr. Berman is the second-year project leader of the team studying what happens when the federal government funds innovative ("change agent") programs in local schools. In the first year of this study, he was

responsible for analyzing the data gathered by the National Opinion Research Center, in a survey of 293 federally funded change agent projects in 18 states in November 1973 - January 1974. He is responsible for the overall study design, coordination of research activities, and the study's final report.

Dr. Berman's major publications include:

Some Implications of Controlled Warfare for Command Control, System Development Corporation, TM-934-002-00, November 1963.

The STAR Simulation: A Man-Machine Simulation for the Study of Decision-Making in Crises, Autonetics, September 1964.

Systems Theory and Political Development, Committee on Comparative Politics of the Social Science Research Council, mimeo, September 1968.

Revolutionary Organization: Institution-Building Within the People's Liberation Armed Forces, Boston, D. C. Heath, 1974.

A Model of Educational Change, The Rand Corporation, R-1589/1, August 1974 (co-authored).

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Dr. McLaughlin received her B.A. degree in Philosophy from Connecticut College for Women, her Ed.M. degree in Education and Social Policy from Harvard Graduate School of Education, and her Ed.D. degree in Education and Social Policy from Harvard in 1973. She was awarded the Faculty prize for distinction in studies for the Degree of Doctor of Education.

Dr. McLaughlin's research interests are centered on compensatory education theory and practice, organizational change, and evaluation of social action programs.

Dr. McLaughlin has been an Associate Director in the Admissions Office at Bradford Junior College and an Assistant Director in the Career Planning Office at Radcliffe College. In 1970-71 she was a Research Assistant in the Center for Educational Policy Research, Harvard Graduate School of Education. At the Center, she conducted a survey and analysis of experimental, quasi-experimental and ESEA Title I programs in compensatory education. The work was done in conjunction with a Title I Task Force effort sponsored by the U. S. Office of Education.

She became a consultant to The Rand Corporation in 1971, and joined the staff in July 1973. At Rand Dr. McLaughlin has worked on problems of evaluating large-scale social action programs and, most recently, on the educational change agent study sponsored by the U. S. Office of Education. In that study, her responsibilities have included the development of a detailed literature review, synthesis of research on educational innovation, and development of a conceptual model of educational change; leading the field research effort related to the impact of innovative projects under Title III of the Elementary and Secondary Education act; designing the fieldwork protocols for the entire study which includes brief case studies in some thirty school districts; and conducting the fieldwork relating to open classrooms and individualized instruction during the 1973/74 school year.

Dr. McLaughlin is also a co-leader of a study of implementing educational innovations, sponsored by the National Institutes of Education.

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This study is focused on a half-dozen individual school districts, intensively analyzing the characteristics of each district and its total experience with education innovation.

Dr. McLaughlin's publications include:

The Effects of Title I ESEA: An Exploratory Study, Center for Educational Policy Research, Harvard University, 1972 (coauthor).

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He joined the staff of The Rand Corporation in 1963. His most recent research work at Rand has been concerned with a survey of intergovernmental communication in the New York Metropolitan Region, evaluation of performance contracting in education, modeling the costs of urban services, household survey design, and evaluation of OE funded "change-agent" programs. He was a lecturer in statistics at California State College at Long Beach in 1965, and a consultant to Stanford Research Institute on a South Vietnam rural household survey in 1967-1968. As a research assistant at UCLA's Survey Research Center during 1964-1968, he was responsible for the design of several household samples in the Los Angeles area. In 1969 he supplied the sample design for the DOD special Study Group on Defense Contractor Constructive Delivery.

Recently Dr. Sumner has been in charge of the field work for the bilingual program within Rand's Change Agent Project.

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A list of Dr. Sumner's publications includes:

Sampling Method: Suggestions for Military Cost Analysts, The Rand Corporation, RM-5779-PR, October 1968.

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